



Disney
FROZEN
THE WEST END MUSICAL

WELLBEING RESOURCE



TEACHER NOTES



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Summary:

To mark the opening of Disney's Frozen the Musical in the West End, Disney Theatrical Group has created a resource for primary schools that supports wellbeing at Key Stage 2. Using the familiar Frozen characters, pupils can explore the landscape of emotions helping them build resilience, create strong friendships and celebrate the fact that we are all unique!

Through fun classroom activities, pupils will become confident in speaking positively about the way they feel and having the vocabulary to do so. They will take part in engaging activities and explore different scenarios through the eyes of their much loved Frozen characters in the form of puppets. On the way, they will learn how to manage emotions, resolve conflict and celebrate what makes them special.

After examining different areas of wellbeing including emotions, trust, friendship and uniqueness, pupils will create their own short drama which they can perform in a peer-led assembly.

Included in this resource:

- Teacher Notes
- PowerPoint Presentation
- Puppet Templates
- Scenario Cards
- Emotion Cards
- Activity Sheets x 4
- Stick the Carrot on Olaf template
- Secret Kindness Mission Log
- Olaf's Thought Jar Labels
- Check-in Board Labels

Extra resources needed:

- String for Snowflake Bunting
- Sticky notes
- Split Pins
- Lollipop sticks (or similar)
- Glue or tape

Suggested Timing:

The Frozen the Musical Wellbeing Resource is designed to be used flexibly. Pick and choose from the activities and sessions which are arranged in four lessons:



1) Emotions



2) Friendships



3) Trust



4) Uniqueness

Lessons One to Three introduce pupils to important concepts around wellbeing and how to talk about their feelings and relationships positively. Each of these lessons culminates in using a set of Frozen **Character Puppets** and **Scenario Cards** to act out situations between the characters that reflect some of the everyday situations that pupils may find themselves in. The final session, Lesson Four, supports pupils to create their own drama to be performed in a peer-led assembly. It is recommended that this session is completed after at least one of the others, to build on previous learnings.

Preparation:

It is advised that facilitators of the **Frozen the Musical Wellbeing Resource** read through all the resources prior to delivering the sessions.

Optional Items For Classroom Facilitation:

- **Check-in Board:** Cut up and use the Check-in Board Labels to create your board, sticking the different emotional levels vertically on the left-hand side, from low to high. Leave space on the right next to each of the feelings. Each lesson, pupils will have the chance to write their name on the reverse of a sticky note, then add it to the section which best describes their mood. This enables you to understand the mood of the class before beginning. After each lesson, you can check the names on the back of the notes, and speak to pupils who may need support.
- **Olaf's Thought Jar:** Label an old jar or container using the Olaf's Thought Jar Label and invite pupils to post any worries or concerns they may have. You should ask them to put their name on the Thought in case an issue of safeguarding concern is raised, but assure pupils that their names will not be shared. Explain that these may be revisited by the class as anonymous worries that the class can work through together. You could also offer pupils the option to opt out of this by using different colour paper, or by simply writing 'Not for sharing' on their note. Keep the jar somewhere safe so that it could be used in each lesson.

Learning Environment:

Create a safe teaching and learning environment by working together as a class to establish clear ground rules for discussions and activities. These could include:

- Respecting the opinions of other people
- Allowing everyone the choice to speak or not speak during an activity
- Showing empathy towards other people and trying to see things from their perspective
- Being genuine

Throughout the lesson, pupils will be asked to discuss their thoughts and opinions - all of which should be valued and encouraged. You may wish to make it clear that although they can speak to you in confidence, you will not be able to keep secrets, but you will always be able to help.

About Disney's Frozen the Musical

Disney's Frozen the Musical is a stage adaptation of the first Frozen film. The musical production of Frozen premiered on Broadway in March 2018, bringing all of the beloved characters and songs to life, live on stage, for the first time. The London production will play at the Theatre Royal Drury Lane.

The musical transforms the mythical kingdom of Arendelle, sisters Elsa and Anna, snowman Olaf, mountain man Kristoff and his reindeer Sven for the stage, through incredible costumes and ground-breaking sets. State-of-the-art special effects bring the magic of Elsa's powers to life. Olaf is represented by a puppet, manipulated bunraku-style with the performer in full view, so you see both the puppet and the performer bringing the character to life.

In this educational resource you will find drama activities that encourage pupils to express their ideas about feelings through role play, using familiar characters and themes from the film and a set of puppets inspired by the stage show to bring a touch of Disney magic to the activities.

For more information on the inspiration behind Frozen and its transformation from screen to stage, explore the free enrichment material at FrozenTheMusical.co.uk/enrichment

LESSON ONE - EMOTIONS

Learning Objective:

Pupils will be learning about the way people feel in different situations and how we can respond to and manage these feelings.

Learning Outcomes:

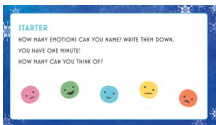
- ♥ I can identify several different emotions
- ♥ I can explain different ways people can communicate their emotions to other people
- ♥ I can compare lots of different emotions
- ♥ I can appreciate that feelings change and this is part of normal life

Keywords:

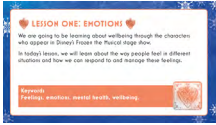
Feelings, emotions, mental health, wellbeing.



Starter – Check-In



♥ **Slide 2: Accompanying PowerPoint Presentation: Starter** In one minute, how many different emotions can pupils think of? Write them on sticky notes, then ask pupils to come and stick them up. Feed back together as a class, reading out some of the emotions they have listed.



♥ **Slide 3: Lesson One: Emotions** Introduce the resource, display the Learning Objective and tell pupils what they will be doing today.

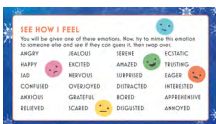


♥ **Slide 4: Olaf's Ground Rules** Before beginning, agree on your own class version of Olaf's Ground Rules for respectfully talking and listening to others.

Activity One: Our Emotions



♥ **Slide 5: Our Emotions** Show pupils a list of emotions that are also featured on the **Emotion Cards**. Compare with your class list and ask if there are any emotions that pupils need a definition for. You could ask the class if any other pupils can define these.



♥ **Slide 6: See how I feel** Play this game to understand more about the different feelings. Give each pupil one of the **Emotion Cards**. Ask them to move around the class and mime to one another an action to represent the emotion card they hold in their hands. How many can they guess correctly in three minutes? You could do this in small groups or as a class with pupils moving around once they guess correctly.

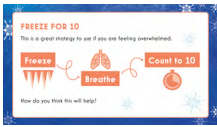


♥ **Slide 7: Check-in Board** Show pupils the board, showing a range of moods from 'Feeling good' to 'Not great - I'd like a check-in'. Ask pupils to write their name on the back of a sticky note then come and place it on the board at some point in the lesson. You could place the board at the back of the room or somewhere discreet. You can later check the names of pupils who are feeling low and speak to them privately if they wish.



♥ **Slide 8: Stop and think** Explain to the class that Olaf has lots of different emotions. In pairs or small groups, asks pupils to discuss the questions at the top of the following page and then be ready to feed back:

- ♥ What are emotions?
- ♥ Are emotions good or bad?
- ♥ Can emotions make Olaf do things?
- ♥ Does Olaf have any control over the way he feels?
- ♥ How could Olaf manage his emotions?



♥ **Slide 9: Freeze for 10** Introduce this strategy to help pupils when they feel a strong and overwhelming emotion. Before acting, they should always try to freeze, breathe and count to ten. Practice as a class and explain that pupils can always come back to this technique when needed.

Activity Two – Emotion Clouds



♥ **Slide 10: Emotion Clouds** Place the class into small groups, each with their **Emotion Cards**. Together, they should create Emotion Clouds like the example on the slide. Ask pupils to pin their clouds up around the room and encourage young people to volunteer to read their cloud for the class.



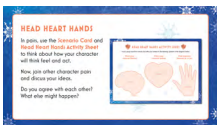
♥ **Slide 11: Stop and think** Ask pupils to consider why emotions are like clouds. Explain to pupils that clouds and emotions can seem big but that they drift away, especially if we take a moment to breathe. Explain that Freeze for 10 can be modified where they think of their thoughts and feelings like clouds drifting away.

You could explore this further by asking pupils if there are times when emotions don't drift away. How can we get help when we feel stuck with an emotion?

Activity Three – Head Heart Hands



♥ **Slide 12: Meet the Frozen characters** Introduce the different characters (Anna, Elsa, Kristoff, Olaf) and explain that pupils will be exploring how they feel in different situations.

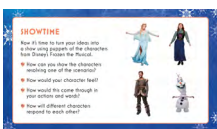


♥ **Slide 13: Head Heart Hands** In pairs, give pupils the names of a character (they should be distributed equally to form groups of all four characters when using the puppets). Give each pair a **Head Heart Hands Activity Sheet** and a **Scenario Card**, then ask them to complete the sheet, showing:

- ♥ *Head* - what is the character thinking?
- ♥ *Heart* - what is their character feeling?
- ♥ *Hands* - what might their character say or do?

Pupils could refer back to the **Emotion Cards** to help. Once complete, join the pairs into groups of four different characters (eight pupils) to discuss how the scenario could play out in different ways. What would be the most positive solution for everyone?

Plenary – Showtime!



♥ **Slide 14: Showtime!** Pupils should now use their learning to create a short play with the puppets. See page 12 of these notes for a detailed explanation of how to build and use the puppets and use **Slide 14** to prompt pupils.

Home Learning – Set the Secret Kindness Mission!

Hand out the **Secret Kindness Mission Log** to pupils. Explain that over the coming weeks they will be set the task of carrying out secret kindness missions.



- ♥ Explain to pupils that they will be carrying out secret acts of kindness for other people in the class.
- ♥ Inform pupils that each act of kindness is TOP SECRET and no one else should find out about it.
- ♥ Ask pupils to record every completed mission in their logbooks.
- ♥ Set a time for the logs to be completed and handed in. This should be before the final performance.

No one in the class should know what other pupils are up to. Ensure to set the amount of time they have to complete their missions and encourage pupils to provide evidence in their logs by explaining what they did, how they think the other person felt, and how it felt to be kind.

LESSON TWO - FRIENDSHIP

Learning Objective:

Pupils will be learning about the qualities of friendship and will explore the ways in which you can support people in order to be a good friend.

Learning Outcomes:

- ☀ I can identify several different qualities of a good friend
- ☀ I can explain the importance of friendship
- ☀ I can understand how to be a good friend
- ☀ I can inform others how to resolve conflict within a friendship group

Keywords:

Friendship, qualities, respect, loyalty, kindness, generosity, trust, admiration.



Starter – Check-In



- ☀ **Slide 15: Accompanying PowerPoint Presentation: Lesson Two: Friendship** Introduce friendships, the theme of the session, display the Learning Objective and tell pupils what they will be doing today. You could remind them about the **Check-in Board** and **Olaf's Thought Jar**, if using. You could also choose an anonymous note from **Olaf's Thought Jar** and ask the class to try and solve it together, (making sure the pupil is not recognised by the group).



- ☀ **Slide 16: What are the qualities of friendship?** In pairs, or small groups, ask pupils to create a mind map which shows all the qualities of a good friendship then offer feedback as a group.



- ☀ **Slide 17: Good friendship** Present the qualities that pupils will be exploring further: *respect, trust, loyalty, kindness and generosity*. Check pupils' understanding of the terms.

Activity One: Friendship Freezeframes



- ☀ **Slide 18: Friendship freezeframes** Ask young people to work in pairs. For each of the five qualities of friendship introduced in the starter, ask the pairs to create a freezeframe for each one. Then, shine the spotlight on different pairs and ask them to demonstrate a freezeframe and see if the class can guess which quality of friendship each pair is trying to show.



- ☀ **Slide 19: Stop and think** Explain that Olaf has lots of friends who really value him because of his fantastic qualities. Ask pupils to consider the following questions:

- ☀ Why is friendship important?
- ☀ How do friends make us feel?
- ☀ Why do we need friends?
- ☀ How should good friends treat each other?

Activity Two – My Amazing Friend



- ☀ **Slide 20: My Amazing Friend** Hand out the **My Amazing Friend Activity Sheet** and ask pupils to complete the activity sheet individually. You can model this first using the image on the slide. Request that someone volunteers to share their work with the rest of the class. As the pupil reads from their activity sheet, ask the rest of the class to imagine that the pupil is talking about each class member individually. Then, ask everyone how it felt to have a friend that values them? Pupils could use their sheets to create a friendship display.



Slide 21: Stop and think Explain that Olaf has lots of friends and loves to spend time with them. One day, he hears about a party at the palace that he hasn't been invited to. Olaf feels left out and extremely hurt.

- ☀ What are some of the problems that can happen in friendships?
- ☀ How can they make us feel?
- ☀ How can we sort/resolve issues that can happen between friends?
- ☀ What could Olaf do in this situation?

☀ Feed back as a class.

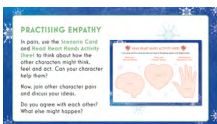


Slide 22: Freeze for 10 Ask pupils to imagine a time when they had a difficulty with a friend. They should **Freeze, Breathe and Count to 10** while they think about what they could do to improve things. First, explain what empathy is and ask pupils to think about things from their friend's point of view too. Afterwards, you could ask pupils to discuss their thoughts if they feel comfortable.

Activity Three – Supportive Friend

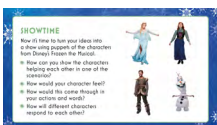


Slide 23: Meet the Frozen characters Introduce the different characters (Anna, Elsa, Kristoff, Olaf) with a slide showing facts about them and their relationships to each other.



Slide 24: Practising empathy Pupils will work in groups of eight, (two people per character and four characters per group). Introduce the **Scenario Cards** and hand out one to each group of eight, (making sure it is different to one they may have undertaken in a previous lesson). This time, rather than thinking about how their character would feel in this scenario, they should imagine how one of the other characters might feel and how they could help and support that friend. You could use the **Head Heart Hands Activity Sheet** from Lesson One and refer to the **Emotion Cards** for help. Offer feedback as a whole class.

Plenary – Showtime!



Slide 25: Showtime! Pupils should now use their learning to create a short play with the puppets showing how the characters could help each other and demonstrate the qualities of friendship. See page 12 of these notes for a detailed explanation of how to build and use the puppets and use **Slide 25** to prompt pupils.

Home Learning – Remind pupils of the Secret Kindness Mission!

Remind pupils to keep carrying out their secret missions and hand in the log by the deadline.



LESSON THREE - TRUST

Learning Objective:

Pupils will be discovering the meaning of trust and exploring trustworthy qualities in ourselves and the people we know, as well as learning how to ask for help and advice in certain situations.

Learning Outcomes:

- ✂ I can identify the meaning of trust
- ✂ I can explain the importance of trust in friendships and understand how to make others feel welcome
- ✂ I can compare trustworthy and untrustworthy qualities in people
- ✂ I can inform others how to ask for help or advice

Keywords:

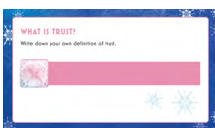
Trust, trustworthy, untrustworthy, welcoming, reliable, honest, dependable.



Starter – Check-In



- ✂ **Slide 26: Accompanying PowerPoint Presentation: Lesson Three: Trust** Introduce trust, the theme of the session, display the Learning Objective and tell pupils what they will be doing today. You could remind them about the **Check-in Board** and **Olaf's Thought Jar**, if using. You could also choose an anonymous note from **Olaf's Thought Jar** and ask the class to try and solve it together, (making sure the pupil is not recognised by the group).



- ✂ **Slide 27: What is trust?** In pairs, or small groups, ask pupils to write down what they think trust means. Then on a click reveal the definition: *The firm belief in someone or something.* Discuss examples of this and ask pupils to share their own.

Activity One: Trust Me

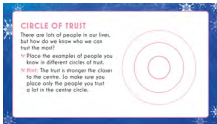


- ✂ **Slide 28: Trust me!** Read through the different options for trust games as a class and choose the most appropriate for your group. Explain how to play to pupils.
 - ✂ **Stick the carrot on Olaf:** Ask one pupil in the pair to close their eyes and then stick the carrot on Olaf. The pupil who sticks the carrot on Olaf can decide on whether they want the unblindfolded person in their pair to guide them. Pupils will have to decide on whether they feel they can trust the person to help them complete the task successfully.
 - ✂ **Frozen Walk:** Ask one pupil to close their eyes while the other guides them around the classroom/school by giving spoken instructions. Swap roles and repeat.
 - ✂ **Olaf's nose:** Ask each pupil to hold out one index finger. Balance a carrot, (this could be a pen or pencil) on their fingers. Inform pupils that their challenge is to lower it to the ground without losing contact with anyone's finger and without dropping it.



- ✂ **Slide 29: Stop and think** Ask pupils to consider the following questions when reflecting on the games they played:
 - ✂ What did the games feel like?
 - ✂ How did the roles feel different?
 - ✂ What is trust?
 - ✂ How do we know who we can trust?
 - ✂ What are the signs that we should not trust someone?
 - ✂ What do we do when we think someone can't be trusted?

Activity Two – Circle of Trust

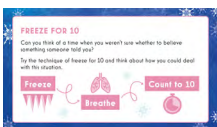


✂ **Slide 30: Circle of Trust** Hand out the **Circle of Trust Activity Sheet** and explain to pupils that there are different levels of trust we have in people. The sheet is designed with concentric circles to represent varying levels of personal trust. Ask pupils to place the examples on the sheet into the circle they feel is most appropriate. Ask pupils to complete the activity sheet individually then feed back work as a class.



✂ **Slide 31: Stop and think** Explain that Olaf is so friendly, he always talks to new people and wants to help them if they ask him. One day he meets a lone traveller in the forest who asks if he wants to come along with him on his journey. Olaf wants to say yes! But should he?

- ✂ What could Olaf do in this situation?
- ✂ Who could help him in this situation?
- ✂ How do we stay safe and protect ourselves when meeting new people?
- ✂ Who can we talk to if we think something or someone might not be trustworthy?

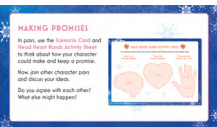


✂ **Slide 32: Freeze for 10** Ask pupils to imagine a time when they might have not believed something that someone said. They should **Freeze, Breathe and Count to 10** while they think about what they could do or say in that situation. You could ask pupils to share their thoughts and feelings.

Activity Three – Making Promises

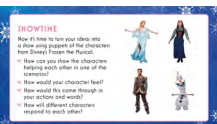


✂ **Slide 33: Meet the Frozen characters** Introduce the different characters (Anna, Elsa, Kristoff, Olaf) with a slide showing facts about them and their relationships to each other.



✂ **Slide 34: Making promises** Pupils will work in groups of eight, (two people per character and four characters per group). Introduce the **Scenario Cards** and hand out one to each group of eight, (making sure it is different to one they may have undertaken in a previous lesson). They will examine the effect of making and breaking promises on others. Pupils can refer to the **Emotion Cards** for help. Offer feedback as a whole class.

Plenary – Showtime!



✂ **Slide 35: Showtime!** Pupils should now use their learning to create a short play with the puppets showing how the characters could help each other and demonstrate the trust they have in their friends. See page 12 of these notes for a detailed explanation of how to build and use the puppets and use **Slide 35** to prompt pupils.

Home Learning – Remind pupils of the Secret Kindness Mission!

Remind pupils to keep carrying out their secret missions and hand in the log by the deadline.



LESSON FOUR - UNIQUENESS

Learning Objective:

Pupils will be reflecting on how people can talk about and manage the way they feel. Young people will explore the way in which people are all different and that there is no one in the world quite like them.

Learning Outcomes:

- ✿ I can identify the word unique
- ✿ I can explain that no two people are the same, we all have different characteristics and beliefs
- ✿ I can build respectful relationships with lots of different people
- ✿ I know how to celebrate our uniqueness and diversity

Keywords:

Uniqueness, rare, individual, different, varied, special, respectful, beliefs.



Introduction:

Prior to the lesson pupils should submit their **Secret Kindness Mission Logs**, if using.

Starter – Check-In

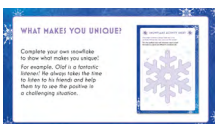


- ✿ **Slide 36:** Accompanying Resource PowerPoint Presentation: Lesson Four: Uniqueness
Introduce uniqueness, the theme of the session, display the Learning Objective and tell pupils what they will be doing today. You could remind them about the **Check-in Board** and **Olaf's Thought Jar**, if using. You could also choose an anonymous note from Olaf's Thought Jar and ask the class to try and solve it together, (making sure the pupil is not recognised by the group). If the jar is working well, you could continue to keep up the habit and share pupils' thoughts.



- ✿ **Slide 37:** What is so special about snowflakes? Show pupils a picture of a snowflake and ask them their thoughts. Feed back as a class. Inform pupils that there are no two snowflakes that have ever been exactly the same. Every single snowflake is different to any that have come before. They are unique. As a class discuss the meaning of the word unique: *being the only one of its kind; unlike anything else.*

Activity One: Being Different



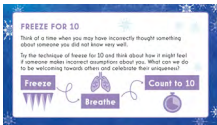
- ✿ **Slide 38:** What makes you unique Inform pupils that everyone has something special that makes them unique. It may be a skill or talent, or perhaps a characteristic such as being kind or caring in a certain way. Use the example of Olaf on the slide to give them some ideas. Hand out the **Snowflake Activity Sheet** and ask pupils to complete the activity sheet individually.



- ✿ **Slide 39:** Stop and think Explain that Olaf is incredibly friendly. He makes everyone he meets feel warm and welcome. Although he is a snowman, Olaf has the warmest heart.

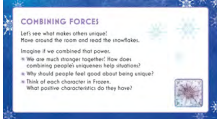
Discuss the following questions with your class:

- ✿ Are any two people the same?
- ✿ How can we make everyone feel included while also celebrating differences?
- ✿ What can you do to show someone you appreciate the things that make them unique?



- ☀ **Slide 40: Freeze for 10** Ask pupils to imagine a time when they may have incorrectly thought something about someone they did not know very well. They should **Freeze, Breathe and Count to 10** while they think about how it might feel if someone makes incorrect assumptions about you. What can we do to be welcoming towards others and celebrate their uniqueness? You could ask pupils to share their thoughts and feelings.

Activity Two – Combining Forces



- ☀ **Slide 41: Combining forces** Ask pupils to place their snowflakes on the table and in silence, ask pupils to move around the room so that they can read each other's snowflakes and are able to learn about how each person is unique and special. Place pupils in small groups of three or four and explain that together, people are stronger. Ask pupils to discuss in their groups what they think is possible if they all combined their unique characteristics?

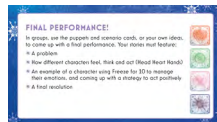
- ☀ How does combining people's uniqueness help situations?
- ☀ Why should people feel good about being unique?
- ☀ Think of each character in Frozen. What positive characteristics do they have?

Activity Three – Celebrating Difference



- ☀ **Slide 42: Celebrating difference** Ask pupils to stand in a circle and hold up their snowflakes from the **Snowflake Activity Sheet**. Pass a string to each person in the class so that all the snowflakes can be joined together. Direct pupils in the circle to one by one shout out one thing that makes them unique as they thread their snowflake. Hang the snowflake bunting in the class to remind pupils that everyone is different, and unique. For pupils who do not want to shout out one thing that makes them unique, they can ask a friend to say it for them, or write it in big letters on a piece of paper and hold it up when it is their turn.

Activity Four – Final Performance



- ☀ **Slide 43: Final performance** Explain to pupils that they will use the puppets and scenario cards, or their own ideas, to come up with a final performance. Their stories must feature:

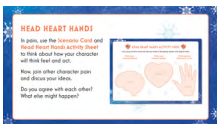
- ☀ A problem
- ☀ How different characters feel, think and act (Head Heart Hands)
- ☀ An example of a character using Freeze for 10 to manage their emotions, and coming up with a strategy to act positively
- ☀ A final resolution
- ☀ Pupils will perform this back to the whole class, or could perform this in a whole school assembly to teach others about the wellbeing strategies they have learned.
- ☀ During the final performance, you could begin by sharing examples from the Secret Kindness Mission.
- ☀ Pupils could either stay anonymous, or stand up and claim their kindness!

Puppet Assembly Instructions

At the end of each session, there is the chance to use the puppets to act out different scenarios explored in the lessons. Here is how:

- 1) It is recommended that pupils work in groups of (up to) eight, with two pupils operating each puppet. One can be the voice, and the other can manipulate the puppet. Working together, pairs build their puppets as follows:
 - ✿ There are four puppets as part of the Wellbeing Resource – Elsa, Anna, Kristoff and Olaf.
 - ✿ You will need split pins to complete this task.
 - ✿ To assemble each puppet, please:
 - a) Isolate each part of the puppet from the sheet of card on which they have been supplied.
 - b) Carefully puncture a small hole in each of the circles, located in the shoulder and hip joints and at the tops of the arms and legs of the character.
 - c) Attached the arms and legs to the puppet torso, using split pins so that they can still move freely.
 - d) Attach one lollipop stick to each of the puppet's arms using glue or sellotape, so that it acts as a handle and makes the arm easier to manoeuvre (much like a traditional shadow puppet). You may find it useful to do the same for the puppet's torso and/or legs as well.
- 2) Together, practice using their puppet with one doing the movements and the other speaking. Give them time to practice and think about how their character would move and speak.
- 3) Explain to pupils that they will now use their puppets to show the impact of the scenario they have explored and how this would play out between the four characters by creating their own short play sequence. The purpose of this is to show how everyone would react to the incident and then how they would work together to resolve the situation. They do not need to follow the Frozen narrative, but should be creative and come up with their own stories.

You could prompt pupils with **slide 13** by asking:



- ✿ How would their character feel?
 - ✿ How would this come through in their actions and words?
 - ✿ How will different characters respond to each other?
 - ✿ Can you show the characters using a Freeze for 10 moment?
 - ✿ What is a positive action they could take in this situation to make things better and resolve the situation?
- 4) After giving pupils time to create their show, you could ask them to share theirs with the class and feed back on how they resolved the situation.